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ABSTRACT

A marketing process was designed at Odessa College (Texas) to deal with declining enrollments. Marketing was defined by the administrators and faculty who designed the process as a combination of image portrayal, service adaptability, and the evaluation of how well service and promotion complement one another. The process used a task force approach involving recommendation-making committees that analyzed a wide range of enrollment influences--economic markets, cultural markets, recruitment, retention, foundation and resources, future programming, promotion, and image; a research and data committee; and a monitoring and evaluation committee. The success of the process was dependent upon the support of the president and each of the committee members. Other elements in the process included: (1) analysis of information concerning the potential student markets, characteristics of current students, and characteristics of the institution and of its competition; (2) presentation of recommendations to the president; (3) presidential determination of priorities and subsequent action; and (4) evaluation of the value of change and improvement achieved by the college, as well as evaluation of enrollment changes. Appendices outline marketing task force structure, schedule, and memoranda, and contain a list of the recommendations submitted by the task force to the college president. (MB)

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THE MARKETING PROCESS AT ODESSA COLLEGE

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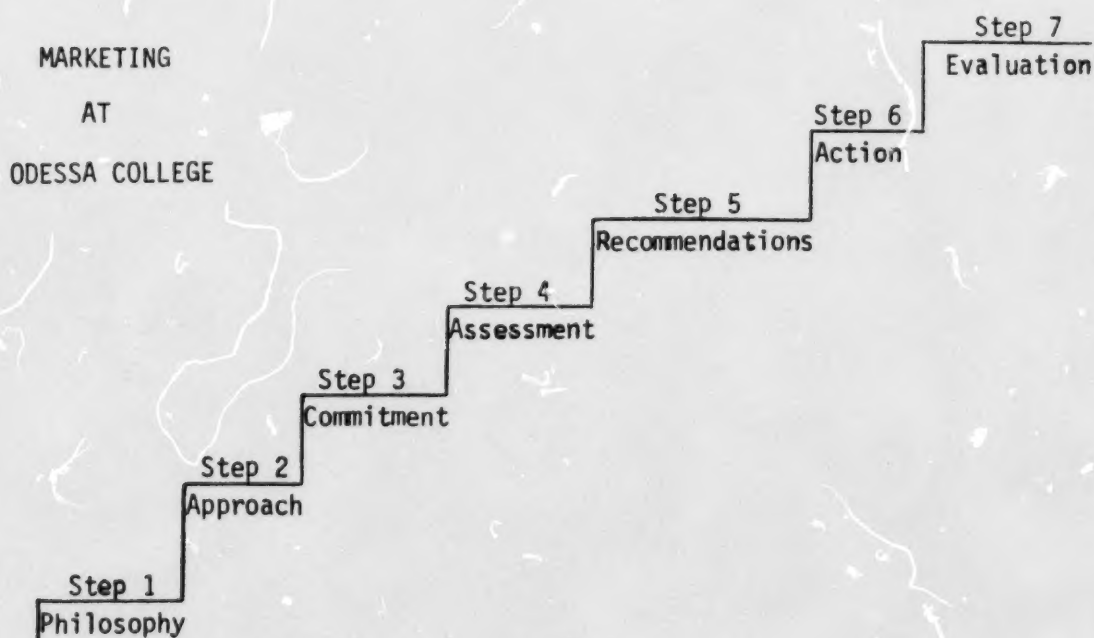
THE MARKETING PROCESS AT ODESSA COLLEGE

Dealing with declining enrollments is something new for America's community colleges. The amazing growth of community colleges and their enrollments in the 1960's had painted the community college movement as one filled with the excitement of new challenges and innovative programs. Colleges who cared for their teaching and service to traditional and nontraditional students were gaining enrollment year after year.

Then came the 1970's when the growth rate began to decline and finally reached the negative column in 1976. Community college presidents were pressured for operating funds as funding was limited to local tax increases and state allocations based on enrollment. Thus, they turned to professional recruitment advertisement campaigns in an attempt to diminish revenue losses. Although moving in the right direction, it was soon noticed that these attempts to halt the enrollment decline were not considering changing the institution to meet new markets. As used car salesmen had already discovered, a new paint job will attract a lot of prospects, but it does not sell the product: the quality of performance determines the sale.

Philip Kotler (1975), in his book, Marketing for Nonprofit Organizations, introduced the concept of marketing at a critical time. Many community colleges began to experiment successfully with the process. In the fall of 1977, Odessa College, hit by an enrollment slump, decided to test the concept.

Lacking funds to hire an outside consultant, administrators from the areas of instruction, student development, and informational services studied the nature and scope of marketing strategies. This study prompted a request of the president to form a marketing task force for the college. What the administrators had initiated were the early stages of the total marketing process as indicated by the following diagram:



PHILOSOPHY

These administrators perceived that marketing was a strategy requiring a global commitment from the various areas of the college rather than from one person or a particular department. They defined marketing as a combination of image portrayal, service adaptability, and the evaluation of how well service and promotion compliment one another. These administrators also realized that the marketing process could bring about change which could possibly create anxiety in some faculty and staff members. Creating a positive feeling of everyone to improve the institution and its service aspects had to be incorporated in the approach.

APPROACH

Involvement in a process like marketing usually builds a climate of openness and trust as well as a willingness to change. When involvement is too narrow or selective, resistance will usually develop by those feeling ignored. Likewise, when it is too broad, it can lose its distinctiveness and be too cumbersome to produce results.

The marketing task force at Odessa College was organized in November, 1977, utilizing ten committees (Appendix A). Eight committees consisting of five or six leaders from the faculty and staff constituted the core of the task force and were the only committees to make recommendations. Two additional committees were formed to carry out special functions: a research and data committee and a monitoring and evaluation committee.

At this time, the college did not have a research and planning director. Therefore, a research and data committee was formed to find, collect, and distribute information needed by each of the core committees.

This task was exceedingly difficult since information was usually sketchy and scattered in the various offices on campus and out in the community. However, by meeting its objectives, the committee saved time for the core committees and aided them in meeting their deadline dates (Appendix B).

The monitoring and evaluation committee served several unique functions. First, it served the purpose of acquainting the rest of the task force with the philosophy and approach to marketing. Second, it served as a vehicle for channeling information among the eight core committees by having one member of the committee attend each of the core committee meetings. When the monitoring and evaluation committee member attended the core meetings, he shared information found by other committees and cautioned the committees when they began to duplicate efforts of other committees. Third, the committee served as time-line managers, reminding the core committees of their deadline dates. Finally, this committee collected, evaluated, and prioritized the recommendations as reported by the core committees.

COMMITMENT

A successful marketing process on any campus requires the support of the president. It must also have the support of a large number of campus leaders. From the beginning, Odessa College's president, Dr. Philip T. Speegle, gave his enthusiastic support. The subject of a marketing process was first brought to his attention in late October of 1977. By the end of November, he had helped strengthen the approach and had addressed the first meeting of the assembled task force.

Four months later, when he received the recommendations of the task force, he supported several of the proposals with immediate funding.

He also used the recommendations as a guide during the budget hearings for the forthcoming fiscal year. He then followed the recommendations with a report to each committee member during the summer of 1977, providing an update on implementations resulting from their recommendations (Appendix C).

Commitment was also necessary from each committee member. As the task force continued and generated more involvement, the initial pessimism of a few group members was overcome by the excitement and possibilities for change that had suddenly been made available.

ASSESSMENT

Marketing assessment consists of an analysis of information concerning the potential student markets, characteristics of current students, characteristics of the institution itself, and its competition. It should also consider technological, social and political influences affecting the demand for education. Data collection and its correct interpretation are essential for decision-making. Every marketing process should carefully collect suitable information and have someone capable of interpreting difficult information when the need arises.

Odessa College's marketing process incorporated a series of committees to analyze a wide range of enrollment influences. Economic markets, cultural markets, recruitment, retention, foundation and resources, future programming, promotion, and image constituted the core committees. Data was collected from various campus surveys, federal reports, community surveys, department of labor statistics, regional planning commission research studies, and chamber of commerce research studies. This information was collected by a special committee composed

of several staff members who had the knowledge and training to interpret statistical data.

One of the problems encountered by the marketing task force at Odessa College was the lack of institutional research. Consequently, one of its major recommendations was to hire a research and planning director to establish benchmark studies that would be profitable in institutional decision-making for the future.

RECOMMENDATIONS

The idea of marketing is to help the community college achieve a better match with a potential student population in its service area. A marketing task force's success depends on the validity of its assessment and ability to achieve its recommendations based on that assessment.

The marketing task force at Odessa College produced about forty-five recommendations that were reduced to thirty-four when duplications were deleted. These recommendations were ranked independently by each member of the monitoring and evaluation committee and a composite rank was compiled. This compilation was submitted to the president. The recommendations and follow-up comments by Odessa College's new research and development director are listed in Appendix D.

ACTION

After recommendations are made, they should not be allowed to collect dust on the president's desk. He needs to review and evaluate each one carefully. He, more than anyone, is responsible for the total college. He has the overall perspective. He understands the politics

and pressures of his community and campus. He knows the availability of funds and the cost of changing and adding educational programs.

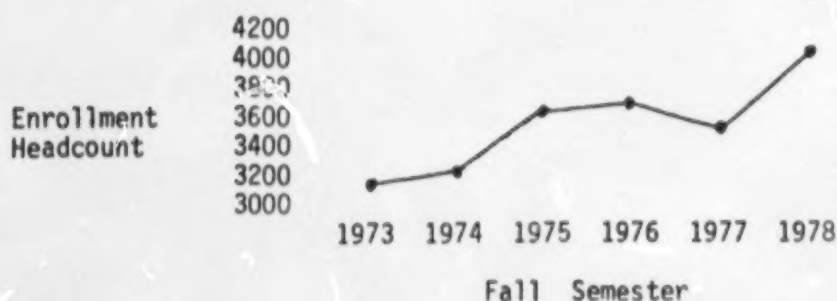
When the president determines his priorities, then campus wide action can begin. Since involvement and anticipation have already been developed by the marketing task force, change can take place rapidly. Caution should be exercised to ensure that changes and new programs are well developed before they are implemented.

The attached reports by the president and by the research and planning director indicate that rapid change did result at Odessa College.

EVALUATION

Paradoxically, while the college evaluates the success of a marketing process, the college has already been evaluated by that process. Obviously, whether an enrollment increase was achieved is the first consideration in the evaluation of marketing. But equally important is the value of change and improvement which was achieved by the college in its search to provide meaningful educational opportunities to its public. To evaluate only in terms of enrollment would be irresponsible to the students attracted by the process.

As indicated by the chart below, Odessa College experienced a 16% increase in enrollment from the fall of 1977 to the fall of 1978.

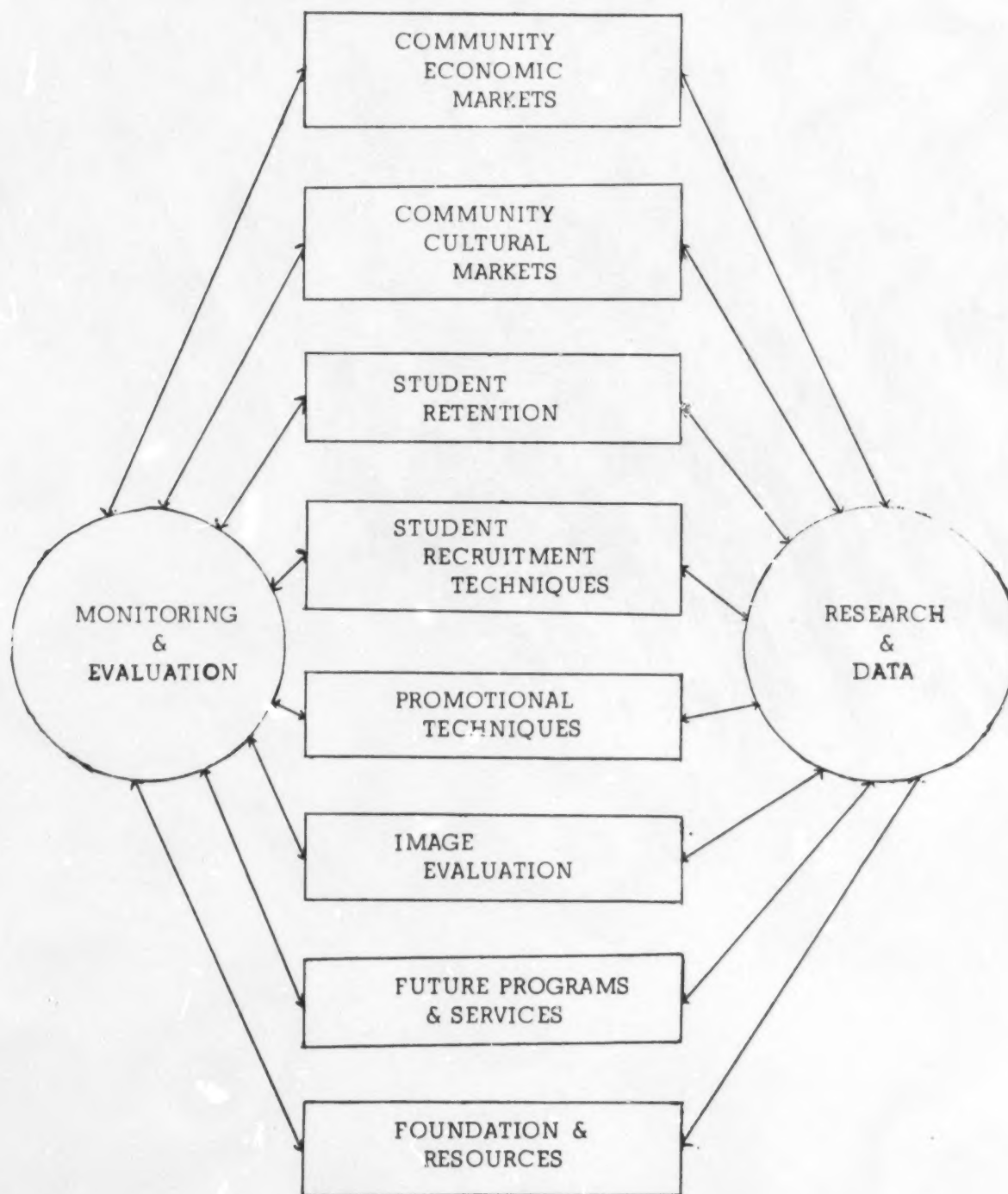


The summary by the research and planning director (Appendix D) covers the achievements attributable to the marketing task force. The number of changes have had a positive effect on the morale of the campus. Talk of continuing the marketing task force has recently come from among the faculty and staff. Perhaps this is the best evaluation of all.

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MARKETING TASK FORCE STRUCTURE



MAJOR GOAL: A 10% increase in enrollment for the fall of 1978 over the fall of 1977.

MARKETING TASK FORCE SCHEDULE

<u>OBJECTIVE</u>	<u>DEADLINE DATE</u>
Organizational Meeting: Philosophy and Structure	November 29, 1977
Task Force Goals for Each Group; Requests for Data and Research	December 16, 1977
Research and Data Supplied to All Task Force Groups	January 30, 1978
Analyzation of Data and Final Reports by all groups except the FPS group to be filed with the ME group	February 15, 1978
FSP Group Final Report to ME Group. All Reports Completed	March 1, 1978
ME Group Presents Final Report to Total Task Force and the President	March 7, 1978

ODESSA COLLEGE

Appendix C

June 14, 1978

TO: Members of the Marketing Task Force

FROM: Dr. Philip T. Speegle, President

SUBJECT: Marketing Task Force

Perhaps you have heard that the registration for the first semester at Odessa College ended with a record of 1,252 students enrolled. This enrollment tops by 216 students the number who signed up for the same term last year when the previous all-time record was set at 1,036 students. There are many reasons for this significant increase, but one of them certainly was the recommendations made by the Marketing Task Force.

To give you an update on what has happened as a result of your recommendations and hard work, the following list of implementations is offered:

1. Some \$9,000 was allocated by the Board of Trustees to be used in producing and purchasing advertising for the summer sessions and fall term. The summer ad campaign included newspaper ads, radio and TV spots, as well as a direct mail campaign. Plans for the fall advertising program are progressing.
2. Additional advertising funds for the 1978-79 school year have been requested and approved as a recommendation by the Finance Committee of the Board. This will give the college money to develop a completed advertising campaign.
3. An Information Center is in the new budget for the fall of 1978. It has been recommended by the Finance Committee of the Board.
4. Additional minority faculty members are being sought, and the search for these applicants is being intensified. Some minorities have been involved in helping the college contact minorities who are prospective applicants. The new Associate Director of Student Activities, Mess Pat Rogers, is black. More important, more good minority applicants seem to be applying for positions.
5. Dr. David Paterno, Director of Research and Development, has been hired and will develop a data system for needed research. He will also be implementing a development plan for the college and working with the college foundations.
6. New programs are being studied and current programs expanded. Next fall, the Building Trades Program will be expanded to include evening classes and short courses. The Public Administration Course developed in the Government class will be taught again and will be expanded. Several new courses will start in the fall, including Physical Science Assertiveness Training, Personal Development and Learning to Cope with Society, a class in Solar Energy, self-paced Diesel Mechanics and self-paced Welding.
7. The college will offer courses at both Ector and Blackshear as in-district extension courses beginning next fall. This will allow the college to take its courses to the people if we can't get the people to come to the campus for classes.
8. The college is serving some particular markets, such as the handicapped, senior citizens, etc., by offering special discounts or free services in the Cosmetology Lab, by providing space for the Meals on Wheels program to be operated from our campus, and by having a special committee study the needs of the handicapped. Some Adult Basic Education classes have been taught this spring at the Senior Citizens Center.

9. Departmental brochures are being phased out and information packets are being produced and will be ready by the fall term.
10. Flexible instructional formats have been developed to interface with the unique requirements of local business and industry. The Open Entry programs already started are Machine Shop, Office Education, and Cosmetology. As mentioned before, Diesel Mechanics and Welding will be added this fall.
11. A positive image of the college has been stressed, with emphasis on quality instruction and the new student recruitment direct mail campaign this spring. Also, several news feature stories have been developed to emphasize the value of an Associate Degree and need for baccalaureate degrees in many fields. The weekly "Learn to Earn" newspaper column has emphasized many of our academic programs, and has stressed the need for baccalaureate degrees if persons are to find good jobs.
12. Weekly shows on KMID have been started this spring with an OC program representative being interviewed each Saturday on the "Mexico Tejano" Spanish show.
13. Requests in the 1978-79 budget call for new computer equipment that will allow the college to expand its computer system to make more data available to faculty and staff. The computer equipment would also allow the computer-assisted instruction to be fully developed.
14. A slide presentation to aid with student recruitment has been discussed and will probably be developed for next year.
15. This spring, visits were paid by OC representatives to Odessa businesses and industries that might benefit from specialized programs. A special promotion campaign that included radio, TV, newspaper publicity, PSI announcements, and a very limited number of newspaper classified ads was conducted. The results of these were excellent. As an example, 61 students enrolled in the Machine Shop Open Entry Program between March 1 and May 11.
16. A mini-catalog to feature concise, accurate, simply written copy is included in the budget request.
17. Dr. Eckert and Dr. Hart have a pilot project in extension development in Pecos. They are utilizing some new techniques this summer to try to increase extension enrollment. The result has been three classes in Pecos during the summer.
18. The total enrollment increase in the summer amounts to something like 10,000 contact hours, not counting the Machine Shop and Cosmetology increases. This will amount to some \$15,000 in additional revenue in the next two years biennial. Therefore, as a minimum, we could say that the task force recommendations and the implementation by the staff have netted us over \$30,000 in new money. That certainly is not enough money to say that we can continue to increase our budget as we need, but it is a very good beginning.

All in all, the tremendous amount of work exhibited by the Marketing Task Force appears to be paying dividends, even this summer. If we, by some miracle, could have a comparable increase in enrollment in the fall, it would be an extremely significant occurrence for Odessa College.

An 11.6% increase in contact hours would mean that we would net some \$650,000 over a two-year period. Realistically, we are not expecting this kind of increase, but we do feel that the Marketing Task Force has given us a chance to do some significant thinking about increasing, rather than decreasing, services.

I want to take this opportunity to thank each of you for the efforts made. There is no doubt that Odessa College has benefitted significantly by the work done by this task force.

ODESSA COLLEGE

April 5, 1979

TO: The HEMI Task Force

FROM: David Paterno, Director of Research, Planning and Development

SUBJECT: Status of Recommendations submitted by the Marketing Task Force - March 1978.

Attached is a list of 34 Recommendations submitted to the President by the Marketing Task Force. Following each recommendation is commentary on implementation efforts to date. I have discussed the list of recommendations with Dr. Miles Eckert and Mrs. Gayle Noll and have received additional input on specific recommendations from Dr. Roy Hart, Dr. Met Whitehurst, Dr. Lee Buice and Dean Bernhard Sedate.

Overall, my perception is that a majority of the recommendations have been achieved or are in the process of being implemented. A few that may not be implemented have constraints noted in the commentary.

I am recommending that the Marketing Task Force be reconvened in October, 1979 to review implementation progress. The Marketing Task Force may provide assistance to those offices charged with specific recommendations and have met with constraints in the implementation process. Once this assistance has been made, I suggest that the Task Force publish - campus wide - the results of the implementation efforts.

In addition, I am recommending that the Marketing Task Force become a continuing vehicle on campus for the developing of marketing plans. It should meet every two years to provide continuity of review and development of plans. I suggest it begin again in March, 1980.

MARKETING TASK FORCE RECOMMENDATIONS

1. Create a central information center which would provide guidance and information for both prospective and present students.

The Center has been established and is operating to answer questions from those outside the college and from the Hot Line.

2. Employ additional minority faculty members.

Efforts are continuing to hire minority faculty members as positions become available. When they do, notices are sent to minority institutions seeking potential applicants and assistance is solicited from other minorities in recruiting. Since the March report, Rosendo Reyes has been appointed to the Literature and Languages Department. Also, Pat Rogers and Rudy Sanchez have been appointed to the Student Development area.

3. Employ a person and establish a central office for resource development.

The recommendation has been implemented with the appointment of David Paterno. The Office of Research, Planning and Development is preparing a guide for those who wish to seek funds from public and private sources.

4. Develop programs to meet the needs of the following markets: building trades, public administration, petroleum related and other identifiable markets such as taxidermy, apartment management, etc.

Carpentry and remodeling classes are now being held through Continuing Education. A new Educational Aide program is developing in Child Development. Board of Trustees member Bill Masterson has attempted to obtain a donation of need equipment for a Drilling Technology program with little success. Equipment in petroleum related areas is very expensive and cannot be budgeted with college funds due to the high cost. In addition, to meet the educational needs of those who lack necessary skills for college work, a developmental studies program is now in the planning stage.

5. Establish a permanent comprehensive needs assessment and information system to provide useable data on students and the community.

In progress is an information system, by the Office of Research, Planning and Development, that is compiling demographics on students that attend Odessa College. Additional plans are underway to provide an assessment of the present work force and future manpower needs of the Permian Basin. The information system is compiling statistics from the Odessa Chamber of Commerce, the Texas Employment Commission, the Economic Labor Analysis Department, the Permian Basin Planning Commission, the utility companies and the public schools.

6. Focus on services and programs for the non-traditional students in the area.

To implement this recommendation, media advertising for the College was directed toward the older prospective student. The open-entry classes and night classes have been operating to accommodate those students who are already employed.

7. Appoint a working Foundation committee composed of Board members, community members and college staff personnel and revitalize the Odessa College Foundation.

The Odessa College Foundation for Excellence has been reactivated and has targeted needs for the College. Campaign efforts begin in April to solicit funds for these needs.

8. Strengthen relations and cooperative efforts with city and county agencies which serve particular markets, such as the handicapped, mentally ill, the incarcerated, senior citizens, etc.

Programs are now offered in diverse areas such as Child Abuse, Alcoholism, D.W.I. Courses are also being taught at the Senior Citizen Center in Odessa. Dr. Roy Hart is working with blind, deaf and handicapped students to ensure their functioning in the most integrated setting appropriate.

9. Have the administration reevaluate the distribution points of course offerings in the community and consider establishing intracity extension centers and "store front" classrooms.

Efforts were made to start regular credit programs at Ector Senior High and Blackshear Junior High. The response was very poor for credit courses. Numerous courses are being taught through the Adult Basic Education Program utilizing the "store front" classroom concept.

10. Flexible instructional formats need to be developed to interface with unique requirements of local business and industry

Open-entry vocational and reading classes have been developed and are being emphasized in the community.

11. Project the image of a college: stressing quality of instruction and the value of an Odessa College degree.

Media advertising has stressed this point. The publicity and personal contacts made on behalf of the Odessa College Foundation for Excellence have emphasized the continuing need for support of quality education.

12. A data system needs to be developed to supply retention rates for self-examination by each division and department of the college.

The data system for compiling statistics on student stop-out and drop-out is part of the Tex-SIS Follow-up program. The dissemination of this information to divisions and departments is scheduled for early summer by the Office of Research, Planning and Development.

13. Charge the director of research, planning and development with researching the effectiveness of various advertising and promotion programs used by the college.

A survey of students registering for the Fall 1978 semester was taken to determine what promotion materials influenced a student's decision to enter Odessa College. The questionnaire will be updated and revised for the next survey by David Paterno, Roy Hart and Gayle Noll.

14. Have the director of Informational Services reevaluate the college's publications and design a plan for the most effective utilization of the college publication budget with emphasis and funding on radio and television advertisements.

This recommendation will be implemented in part by the survey mentioned in #13. Also, the Information Services office has produced an Information Kit which has been well received in the community. The new catalog has been redesigned to make it more serviceable and functional.

15. Provide on-site classes or programs for businesses and industry.

Several programs have already been provided in this area. Dr. Betty Gilleté has held seminars for secretaries at El Paso Products in writing skills. Patsy Manning, the Director of Health Services has held CPR instruction for companies and the Community Service League. A Management Course was held at the Kirby Vacuum Company by Sid Streicher. The College does respond to interest shown by various businesses.

16. Expand and improve recruitment practices by developing an AB presentation for college night utilizing successful ex-students, transfer students, minority students and students currently in attendance.

A script has been developed by the Informational Services Office and the LRC will produce audio-visuals for recruiting purposes. In addition, the senior high school class from Ector High School was brought on campus for a presentation by the counseling center and faculty. Plans have already been made to bring the senior classes from Odessa and Permian High Schools for similar presentations.

17. Increase awareness of college programs designed to meet business and industrial needs through more publicity and in-person visitations.

In-person visitations to businesses have proved very successful in identifying their needs. For example, Dr. Dick Tarter, Norman Robinson and Kenneth Hurst have visited several manufacturers and machine shops

in the area. Sid Streicher has had close personal contact with businesses in developing the Mid-Management Program. Faye Morgan has visited many businesses in the cosmetology area. The promotion of various programs has been enhanced by the Advisory Boards that have been set up for the vocational-technical programs. Also, the Foundation for Excellence will be bringing community and business leaders on campus with a series of four luncheons to view an audio-visual presentation on college programs prepared by the Instructional Resources Department.

18. Develop a recruitment package especially for adult education students complete with a counseling liaison in order to draw more of these students into the credit courses of the college.

A successful activity that has occurred in this area is the advent of GED testing services for adult basic education students. This brings students into the Student Development area for counseling and awareness of college programs for them.

19. Implement a complete follow-up system for students who drop from the college.

Students who withdraw from college are given survey forms to fill out as part of the Tex-SIS follow-up system. Also, students who do not return to college from one semester to the next are sent questionnaires as part of the same follow-up system. A complete system, that is to say, personal interviews and counseling, would require a full-time position to implement the recommendation. However, a specific package has not yet been designed to attract other adult potential students with minimal skills for college work.

20. Implement a classroom instruction based follow-up system designed to impact the student prior to his dropping a class. Briefly, this system operates through the use of a computerized address listing of each student in an instructor's class, with the instructor notifying the student of his excessive absences through a mailed memorandum directly to the student.

Included in answer to #19.

21. Develop a mandatory advisement system requiring students to have a signed permit form their advisors to register and to withdraw from the college.

This recommendation has met with only a minimum of success. It is difficult for students to locate faculty members prior to registration, particularly during the summer sessions. It would constitute a barrier to the philosophy held on campus of easing the students burden for registering.

22. Instructors should make students aware of classroom expectancies at the beginning of each semester in each class.

The Department of Instructional Services has responded to this recommendation by having all classes on campus listed in the Instructional

Course Guide. To a lesser degree, the Dean has requested that all faculty review and update syllabi. Also, faculty have been asked to list objectives for their courses. This, however, is not mandated.

23. A self-study needs to be undertaken to determine the quality of placement of students in specific courses.

Writing, reading and math test batteries are being developed for personal development counseling. Assessment seminars will be offered for students registering for summer session courses. At the moment, mandatory placement tests are deemed not feasible. Therefore, these proposed assessment seminars will be voluntary. A survey has been conducted among college faculty and elicited a list of students who are perceived as in need of developmental studies and skills.

24. Have the administration make a thorough study of the college's primary competitor (Midland College) in terms of its planning, calendar, extension program curricula, future programs planned, and then adapt Odessa College operations as needed.

To date, a comprehensive study has not been undertaken to assess all these areas. However, through personal contacts, the College personnel have kept up-to-date on the programs offered by Midland College. The Deans of Instruction at both colleges do maintain contact and discuss respective calendars. And regional meetings with various administrators take place to try and coordinate activities.

25. Construct a schedule for extension classes and advertise the schedule in advance of extension registration.

This has been performed with courses offered in Pecos during the Spring semester.

26. Form a strong alumni association.

Nationwide, alumni associations have proved to be unsuccessful. Most alumni associations have been organized to raise supplemental funds for their institutions and support football teams. Odessa College will be raising money through the Foundation for Excellence. An additional constraint to this is the expense required to hire full time personnel to identify former students and keep their addresses current.

27. Create a campus identity symbol.

Although this has been looked into, a symbol has not yet been created. The community has a strong identification with "Wranglers" and a symbol would have to develop around it.

28. Review the current audit policy to determine if more class auditing could be effective with an upward adjustment of fees, as well as auditing on

a space available basis, and academic class auditing as opposed to vocational class auditing.

A review of the policy has been conducted by the Dean of Instructional Services. Since auditing is not funded by the state, the constraint to opening up and promoting auditing would be the possibility of having classes with a majority of students paying the regular fee. This would be cost inefficient. Before an upward adjustment of fees were to be initiated, a cost analysis would have to be undertaken. There is, however, a willingness to have such an adjustment if it proved to be equitable with regular credit fees.

29. Replace shabby campus furniture.

Achieved through the release of furniture from the Administration area.

30. Develop a plan for involving college personnel and students in production of materials that can be channeled through the Informational Services Office and used as supplementary materials for promoting the college.

Internships in journalism have been developed for the Information Services office. Plans were developed to use students to develop mini-cam features and as yet not produced.

31. Allocate funds for hiring a professional consultant to conduct a study concerning what types of staff development seminars would be most beneficial for OC employees.

This is being achieved through the HEMI and Staff Development programs.

32. Expand extracurricular activities of the college.

Expanded activities, especially at night, have been achieved through the Office of Student Activities. Also, activities such as the Mind Development Program, Health workshops, the Child Abuse program, blood drives and Junior Service League programs have taken place.

33. Investigate the possibility of the reestablishment of graduation exercises.

Statistically, not enough students complete requirements. Many programs such as open-entry programs and Nursing graduate students at unique times during the college years.

34. Reduce cafeteria prices.

Unfortunately, the cafeteria operates on a break-even policy and inflation engenders this recommendation.